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ABSTRACT

Three instruments measuring different kinds of attitudes were utilized to study whether sex differences existed among university students (34 males and 17 females) in school administration. The Attitude Towards Handicapped Individuals Scale was used to measure attitudes of acceptance or rejection of handicapped individuals; the Is of Identity Scale was used to measure social adjustment; and the Preferred Student Characteristics Scale was used to assess affective and cognitive attitudes toward instructional goals. Results indicated that sex is not a significant factor in equal acceptance of the handicapped or in the affective/cognitive goals desired by future administrators and that personal adjustment to administrative roles would be similar for both males and females. (LH)

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ATTITUDES CF FUTURE ADMINISTRATORS TOWARD THE HANDICAPPED

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INTRODUCTION:

There is a developing force and growing influence upon the part of many regular and special educators to start mainstreaming many of the handicapped into the regular program. If this movement is to demonstrate success for such educational practice as mainstreaming, it becomes imperative to show that those in the leadership role for such educational effort are themselves accepting of the handicapped. This is because the administrator will set the tone of acceptance and philosophy of his building and teachers toward the exceptional child.

The purpose of this research effort was to focus upon two aspects of a much larger research and development effort being conducted at CSULB that is being conducted to study the entry-exit attitudes of individuals in teacher training. Aspect number one involves the question, is there a sex difference between male and female future administrators toward the handicapped ?; and the second question is concerned with how will individuals who score below criterion versus those above criterion on the Attitude Towards Handicapped Individuals scale (ATHI) compare as groups on two other instruments that measure adjustment and the nature of instructional goals respectively.

PURPOSE OF STUDY:

The purpose of this investigation will be to test the following five null hypotheses:

(1) There will be no sex difference between male and female future administrators as measured by the ATHI.

(2) There will be no sex difference between male and female future administrators as measured by the Is of Identity Scale (IOI).

(3) There will be no sex difference between male and female future administrators as measured by The Preferred Student Characteristic Scale (PSCS).

(4) There will be no significant difference groups on the IOI when separated into groups based upon high and low ATHI scores.

(5) There will be no significant difference between groups on the PSCS when separated into groups based upon high and low ATHI scores.

PROCEDURE:

Subjects: The Ss for this study were drawn from two classes in advance administration near the terminal end of their study towards an administrative credential. The nature of the course content and instructor were identical for both groups. The classes consisted of 17 females and thirty-four males.

Instruments: Three instruments measuring different kinds of attitudes were utilized in this study. The ATHI is a 20-item Likert type scale that is a modification of the ATDP scale (Attitude Towards Disabled Persons). It's primary function is to measure attitudes of acceptance or rejection of handicapped individuals. The possible range of scores is 0 to 120, the higher score indicating greater acceptance whereas the lower score indicating rejection. Each of the 20 items is rated on a six point scale ranging from -3 meaning I disagree very much, -2

meaning I disagree pretty much, -1 meaning I disagree a little, to + 1 meaning I agree a little, +2 meaning I agree pretty much, and + 3 meaning I agree very much. In previous research with the ATDP it was found that the reaction of many individuals was too restrictive because of the term "disabled." Thus, it was felt that the term "handicapped" might be more general in nature, and lend itself to the study of attitudes toward other exceptionally handicapped groups beside the physically disabled per se. A product-moment correlation of .802 was reported between the ATHI and ATDP (form 0) and a coefficient of stability (test-retest) of .732 over a two week period for the ATHI. (Stodden, Graves, Lazar, 1973)

The IOI is a 100 item, true-false or undecided response scale to measure social adjustment that was developed by Weiss. The norm for the average adjusted person falls between 40 and 60, with higher scores indicating the more socially adjusted the individual; conversely, the reverse in scores below 40 indicating a problem of social adjustment. Lazar and Ernandes (1973) reported a rank correlation between the IOI and ATDP of .343 for an N =65, and that was statistically significant at the .001 level. No reliability studies for the IOI are cited by it's author, but further discussion of the instrument is provided for the interested reader. (Weiss, 1959)

Finally, the PSCS scale was developed to access affective and cognitive attitudes toward instructional goals, based upon the assumption that a cognitive individual (teacher/administrator) would be primarily concerned with the intellectual, abstract, and subject-matter objectives for learning. In contrast, the affective individual

(teacher/administrator) would be more concerned with the emotional aspects of student learning and classroom climate. Nelson (1964) reports reliability measures of .91 (split-half corrected) and ,63 (test - retest) for the PSCS.

Procedure: The three instruments were administered by the senior author as a group test to each class using the same administrative procedure. The total time for administration required about one hour. The three test packets were mixed as to sequence to test so as to avoid any serial effect. Packets were randomly assiged to class members.

Treatment of Data: The data was scored by the middle author. Data was statistically treated using an independent mean t test, and is reported in table form. See tables 1 and 2.

RESULTS:

No statistically significant differences were found for the five null hypotheses that were stated for conducting this investigation. Thus, the notion that there is no sex difference between male and female future administrators as measured by the three criterion instruments, the ATHI, IOI, and PSCS is sustained. It appears that both sex groups are equally accepting of the handicapped, and share the same affective/cognitive goals. In the latter, the trend is more toward the cognitive dimension as indicated by the means reported in Table 2 for the two groups on the PSCS. Both groups rank well above the normal range of 40 to 60 for adjustment as reported by Weiss for his instrument. This high score might well be attributed to selection factors of individuals entering this particular administ-

rative training program.

A study of Table 2 will indicate that while 18 individuals scored below 70 on the ATHI, in contrast to 33 individuals who were in the accepting range, a slight directional change in favor of the above 70 group on the ATHI is indicated. Yet, both groups ranked as well adjusted when measured by the IOI. Both groups tend to share the same mean directional desire toward cognitive type of instructional and classroom activities.

DISCUSSION:

The find of no sex difference with the IOI in this study supports the earlier and similar findings of Weiss (1956) and Yamamoto and Wiersma (1967) but differs with the finding of the Lazar and Ernandes (1974) study in which a sex difference was found. It is the opinion of these writers that this point appears still inconclusive because of the nature and small samples used in the above mentioned studies.

Schmidt and Nelson (1969) reported the use of the PSCS in a study of special class teachers of the educable mentally retarded in grades seven through twelve. A significant finding between the relationship between the sex of the teacher and grade level was found (junior high level) but that this finding did not extend to the high school level. They reported finding no sex difference between male and female teachers. This same finding is reflected in this study.

The results of this study might well support the assumption that the future administrators in this study would be supportive of the handicapped and maybe accepting of the new mainstreaming philosophy of special education that is taking place. Because of

the small sample size involved in this study, any generalizations should be limited to this particular sample. Yet, this study would support the notion of a larger study containing a random sample of administrators in training and those already in the field to further test the notion offered. Finally, the results also tend to indicate that sex would be of no significance in terms of acceptance of the handicapped, the nature of the instructional goals desired by the future administrators, and that personal adjustment for both sex groups would be somewhat similar in nature. These latter factors might disspell some of the false notions often advocated why women should not be allowed in the administrative positions.

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TABLE 1

A STUDY OF SEX DIFFERENCE ON THREE KINDS OF ATTITUDE SCALES

TEST	GROUP	N	$\bar{X}$	s.d.	t	p
ATHI	male	34	78.00	15.45	.56	n.s.
	female	17	75.47	14.12		
IOI	male	34	84.32	11.80	.33	n.s.
	female	17	85.70	17.51		
PSCS	male	34	21.87	7.32	.03	n.s.
	female	17	21.76	7.59		

TABLE 2

A STUDY OF SUBJECTS ON TWO ATTITUDE SCALES WHEN THEY ARE GROUPED AS THE RESULT OF THEIR SCORES ON THE ATHI

TEST	GROUP	N	$\bar{X}$	s.d.	t	p
IOI	Below 70 on ATHI	18	81.33	16.40	1.32	n.s.
	Above 70 on ATHI	33	86.66	12.11		
PSCS	Below 70 on ATHI	18	21.94	7.42	.02	n.s.
	Above 70 on ATHI	33	21.91	7.29		